

SHOULD IMMIGRANTS BROUGHT TO THE U.S. BY THEIR PARENTS BECOME CITIZENS?

THIS ACTIVITY SHOULD TAKE ABOUT 90 MINUTES. IF STUDENTS ARE ABLE TO REVIEW MEDIA FOR HOMEWORK, IN-CLASS TIME SHOULD BE 45 TO 60 MINUTES.

INVESTIGATE

Read, watch, and listen to the three media resources on the [Thinkalong module](#). Students can use the Investigate graphic organizer to summarize each piece of media and record new information. Below are summaries of the three pieces of media curated in the Thinkalong module.

5 QUESTIONS ABOUT DACA ANSWERED

NPR | September 5, 2017 | Article
975 words

An explainer article from NPR exploring common questions about the DACA (Deferred Action for Childhood Arrivals) program.

- President Trump announced September 2017 that he would end the Deferred Action for Childhood Arrivals (DACA) program, leaving a more permanent solution up to Congress.
- DACA is a program created in 2012 by the Obama administration to allow young people brought to the U.S. by their parents to receive permission to work, study, and get driver's licenses. Since DACA was enacted by President Obama about 800,000 immigrants who were children when they arrived in the United States have gained protection from deportation.
- In order to qualify for DACA, applicants had to be younger than 31 and had to have lived in the U.S. since 2007, before the age of 16. They also had to show that they had clean criminal records and had to be enrolled in high school, college, or serving in the military.
- DACA applicants are sometimes called DREAMers, which is a reference to the DREAM Act, a failed law to give children who were brought to the U.S. by their parents, a path to citizenship.
- DREAMers mostly come from Mexico, El Salvador, Guatemala, and Honduras. However, there are many DREAMers from South Korea and the Philippines.
- The DACA program was created to help young people that were brought to the U.S. by their parents illegally and raised in the country.

DACA REVOKED, WHAT SHOULD THE U.S. DO FOR YOUNG UNDOCUMENTED IMMIGRANTS?

PBS NewsHour | September 5, 2017 | Video
11:14 minutes

A video from PBS NewsHour with anchor Judy Woodruff interviewing people from two sides of the debate about the young undocumented immigrants.

- Alejandro Mayorkas, former director of USCIS (United States Citizenship and Immigration Services), who oversaw the implementation of DACA, thinks the program should not have been revoked. He states that if DACA is completely done away with, a lot of undocumented immigrants won't be able to work or live lawfully in the United States anymore.
- Alejandro Mayorkas thinks the ideal solution is to pass a law that decreases the age limit to allow more people to qualify for protections.
- Jessica Vaughan, Director of Policy Studies at the Center for Immigration Studies, a research group that favors reducing immigration, has a different perspective on the end of DACA. She believes that amnesty should be given to current DREAMers along with cuts to legal immigration programs.
- Jessica Vaughan says the current immigration system is mostly based on family ties rather than skills, so Congress should pass a law that addressing that as well as DACA.

Using public media — video, audio and digital reports — about newsworthy topics, these classroom-based exercises help students to think critically about media messages, develop informed opinions, and practice how to take a stand.

IS THERE REALLY AN IMMIGRATION “LINE” TO WAIT IN?

Above the Noise | November 1, 2017 | Video

5:07 minutes

A video from Above the Noise about what the actual process of being a permanent U.S. resident looks like.

- A green card is a permit allowing a foreign national to live and work permanently in the United States.
- Before 1965, the U.S. had an immigration system based on quotas that favored Northern Europeans. In 1965, President Lyndon Johnson signed the Immigration and Nationality Act, which created our current immigration system that prioritizes family connection and work skills rather than location.
- However, with this law no more than 7% of visas could go to any one country, meaning countries with large populations and small populations are allowed relatively the same amount of visas.
- These caps on visas led to a huge backlog (sometimes more than 20 years of wait time) of immigrants from places like India, Mexico, the Philippines, and China.
- The U.S. admits more immigrants than any other country in the world. About 65% of all green cards are given to close family members of U.S. citizens. 15% of visas are for highly skilled and well-educated workers.
- So a low-skilled worker from a country with high demand for visas may have a waiting time that's longer than their lifespan.

KEY WORDS

Look out for these important keywords in the news stories. Discuss the definitions with your classroom and see how they affect the understanding of the story.

- Amnesty
- Undocumented
- Visa
- DREAM Act/ DREAMer

CONTEMPLATE

Students will use media literacy questions to critically engage with news by thinking about its purpose, searching for bias and discussing missing perspectives. They will answer the 5 Key Questions of Media Literacy created by the Center for Media Literacy, which are:

1. Who created this message?
2. What creative techniques are used to attract my attention?
3. How might different people understand this message differently than me?
4. What values, lifestyles and points of view are represented in, or omitted from, this message?
5. Why is this message being sent?

A graphic organizer is included in this guide and on the Thinkalong website to help students answer these five questions about each piece of media.

DEBATE

Students will engage their peers in an evidence-based debate using the media they just analyzed. Use the debate tool on the module webpage to help form an evidence-based response to the debate question.

In addition to rich in-class discussions, teachers can also connect with other classrooms through the Thinkalong website. [Sign up here](#) to be connected.

LET'S INVESTIGATE

NAME: _____

DATE: _____

Use this worksheet to help you investigate the media sources in the Thinkalong module.



SUMMARIZE THE TOPIC

KEY VOCABULARY

MEDIA RESOURCE 1

TITLE _____

DATE PUBLISHED _____

MAIN IDEAS

MEDIA RESOURCE 2

TITLE

DATE PUBLISHED

MAIN IDEAS

MEDIA RESOURCE 3

TITLE

DATE PUBLISHED

MAIN IDEAS

CONTEMPLATE YOUR SOURCES



NAME: _____

DATE: _____

After watching the media in the module, answer the questions below.

1. **AUTHORSHIP:** Who created this message?

MEDIA 1

MEDIA 2

MEDIA 3

2. **FORMAT:** What creative techniques are being used to grab my attention?

MEDIA 1

MEDIA 2

MEDIA 3

3. **AUDIENCE:** How might different people understand this message differently than me?

MEDIA 1

MEDIA 2

MEDIA 3

4. **CONTENT:** What values and points of view are represented? What's left out of this message?

MEDIA 1

MEDIA 2

MEDIA 3

5. **PURPOSE:** Why is this message being sent?

MEDIA 1

MEDIA 2

MEDIA 3

CREATE YOUR ARGUMENT

NAME: _____

DATE: _____

Create strong arguments for both sides from the resources in the Thinkalong module.



DEBATE QUESTION	
PRO ARGUMENT	CON ARGUMENT
REASONING	REASONING
EVIDENCE	EVIDENCE